

New York School Journal.

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New York School Journal.

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New York, May 29, 1880.

The State Teachers' Association meets at Canandaigua July 20.

Those who get sample copies will please read "A Few Words."

Removal.

The office of the N. Y. SCHOOL JOURNAL, THE TEACHERS' INSTITUTE and the SCHOLAR'S COMPANION, will be removed to No. 28 East 14th street. All communications should be addressed to us there. And there we shall be happy to welcome our friends and the friends of education.

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An Educational Agency.

The junior member, (Mr. W. F. Kellogg) of our firm will open an "Educational Agency," at No. 28 East 14th street. The intention is to put first class teachers into communication with schools, and to assist schools to obtain first class teachers. We believe it will be the beginning of an important and useful work.

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QUALIFICATIONS FOR TEACHERS.—The following rules respecting candidates for the office of teacher should be observed: 1. Persons deficient in scholastic acquirements

are incompetent. 2. Persons qualified scholastically who know nothing of the theory and practice of teaching may be permitted to pass by. 3. Persons once qualified, who have learned nothing since, may be left out in the cold. 4. Persons of feeble health or great age are incompetent. 5. Persons of objectionable personal habits may seek something else. 6. Persons who are lazy are too expensive. 7. Persons who are preparing for something else ought not to be retained.

The State Convention.

Let every teacher bear in mind this important meeting at Canandaigua. (1) Let no one delude himself with the idea that the educational situation cannot be improved. We are just beginning, not to see daylight, but to see where daylight may be sought for successfully. We need more light. Of course the crowd who think that education means cramming the boys and girls with grammar, etc., don't think so, and but few of them will be there. The address of Prof. Youmans will perhaps wake up some of these "Choak em-children."

(2) We have urged that every county should elect its delegates. Monroe County has attended to this and we hope other counties will follow. We suggest that each county should elect twice as many delegates as there are members of Assembly; this would give for the State 256. When these delegates return they should be required to make a report. Besides, there should be some members elected at large. On the whole, we would suggest the plan adopted in England for electing members of parliament: A man living in one district could be elected to represent another district. (3) As to the vast number who cannot go if they would, we beg them to feel an interest and manifest an interest. You can get the proceedings—they will be published in the JOURNAL and INSTITUTE; and they will faithfully reflect the spirit of the gathering. To those who would not go if they could, we have nothing to say; they are like the sutlers who took no part in the war, but made all the money they could.

Religion in the Schools.

Most of the States have passed laws forbidding the use, distribution of books, paper tracts, catechisms, &c., of a denominational character, as well as the making these part of the school library; also the teaching of sectarian doctrines. Some of the States require the Bible to be read in the school, others say it shall not be excluded; others are silent on this point. Some refuse office to any person who denies the existence of God. No State forbids the reading of the Scriptures. Hence the practice of the teacher will be governed by custom and by the wishes of the school officers. Very few objections will be found to reading a chapter without note or comment, and an appropriate prayer. Some after reading a chapter have the scholars recite or sing the Lord's Prayer. In but a few places is there an entire omission of every resemblance of religion. Still, this is better than to have unkind feelings. The school is not established for the purpose of teaching religion, nor is its moral purpose morality. But it is universally recognized that the worship of God and the practice of religion and morality promote the happiness and prosperity of a people, and lead to secure a republican government. So that the school is expected to encourage all these things. Some communities expect and desire an active encouragement; others very little.

While the teacher may feel desirous of making religious impressions upon his scholars he cannot in the face of opposition from the parents; his labor will be wasted to say the least. He can always by his conduct so simplify the practical rules of religion that others will bear fruit long after the formal exercises are forgotten. The tendencies of the times are to wholly separate religion from the school, and this arising from the conflict of sects far more than from the growth of irreligious ideas. The teacher can mark the beginning of a new day with a hymn if all else is forbidden. A lesson can be given on duty by an appropriate anecdote, and it need not be concluded that the school is Godless because the Bible is not read or a prayer offered. So much depends on the spirit with

which this is done that if that be wanting the rest is of little account. The conclusion is plain. If the custom has been to have religious exercises continue them by all means; if they have not been employed, and there is no objection made, it will be well to introduce them.

Who Should Have the Title of Teacher?

No end of scorn has been poured on the profession, calling, occupation, call it what you will, of teaching. Washington Irving followed the example of others in selecting a schoolmaster as the clown in his story of "Sleepy Hollow." There are a few who struggle against the practice of selecting the teacher from those who have been fair scholars, or from the unemployed who have a trifle more knowledge than others. The rest let the matter drift along, so that the barbarism of the past is practiced over and over with great solemnity to-day. The following is enacted on a large scale:

Scene: The house of a Trustee. Enter a young man: "I wish to see the Trustee." "I am he," (the Trustee would really say "I am Aim.") "I want to get your school." "What do you charge?" "What did you pay last year?" etc., etc., etc.

The point of weakness is apparent. It is "Sleepy Hollow" over again. There is no ascertaining to start with that the applicant is a teacher and a good teacher at that. The man may have a certificate from some one; but what does that say? It says that he has been examined in reading, &c., and found to possess a certain amount of elementary knowledge. He has never learned the art of teaching, however, nor has he practiced it. It is true some ask a few questions as to the theory of teaching; but who would hire a carpenter on the ground that he knew the frame of a house should go up before it was shingled?

That teaching is an art is generally believed. But the man who has no knowledge of it finds no difficulty in getting within the school-room. A farmer will not allow a green hand to put a shoe on his horse, but he will allow green hands every summer and winter to experiment on his children and those of his neighbor, and thus picking up valuable information at their expense. He admits that the person who comes with a certificate is a teacher; but he is not unless he has learned the art of teaching. This leads to the practical conclusion that some people should confer the title TEACHER upon a person, and that it should be punishable to use it until so conferred. In the State of New York the State Superintendent and the Presidents of the Normal Schools might compose a Board, before which all applicants desiring the highest grade should come. All who hold a State certificate or Normal School diploma and could present testimony come, showing they had taught five years successfully. These should receive the title of M. P. (Master of Pedagogics.) There should be a County Board composed of the County Commissioners and several school principals, holding the title of M. P., before whom all applicants for the title of Teacher (simple) should appear. In addition to the usual branches of having proof of successful teaching for—months in a school designated by the Commission, should be submitted. This would imitate somewhat the practice of the professor of medicine. At all events it would be an improvement on the present plan, which one is tempted to laugh at, were it not attended with such serious results.

Those who teach should be teachers, not those simply who want to be, no matter how good their intentions may be. One third of the hard-earned money of the State is now paid out to green hands—a large part of these never become teachers—though well paid for their crude experiments in that direction!

"EDUCATION leads to the discovery of a man's importance in the world. It gives a self-poise by giving self-confidence through the discovery of his ability by means of his cultivated faculties to earn a sure support. Liberated from impulse and morally strengthened he is less liable voluntarily or by persuasion to degrade himself by over-indulgence. It gives him that fundamental characteristic of civilization, the power to prefer the future to the present; permanent and temperate pleasure to present excesses. He comes to be controlled, not by self interest or fear of punishment, but by manly motives and a feeling of self-respect."

THE SCHOOL-ROOM.

Forty-first Regents Examination.

ARITHMETIC.—Thursday Feb. 26, 1880.

1. The quotient of one number divided by another is 87, the divisor 245, and the remainder 230; what is the dividend?
2. Two men start from different places, distant 189 miles, and travel toward each other; one goes 4 miles, and the other 5 miles an hour; in how many hours will they meet?
3. A merchant sold 18 barrels of pork, each weighing 200 pounds, at 12 cts. 5 mills a pound; what did he receive?
4. Suppose a certain township is 6 miles long and $4\frac{1}{2}$ miles wide, how many lots of land of 90 acres each does it contain?
5. What are the prime factors of 1800?
6. Find the greatest common divisor of 1496, 822, and 598.
7. What is the least common multiple of 9, 17, 6, and 27?
8. Add $21\frac{1}{2}$, $32\frac{3}{4}$, and $47\frac{1}{4}$.
9. Reduce $\frac{18 \div \frac{1}{2}}{9 \times \frac{1}{2}}$ to its simplest form.
10. How many times is .12 of 12 contained in .24 of 72?
11. How many pounds of coffee, at $33\frac{1}{2}$ cents per pound, can be bought for \$14.50?
12. What is the cost of 2684 bricks, at \$8.50 per M.?
13. Required the number of pounds in hogshead of sugar, weighing 18 cwt. 3 qr. 14 lbs.
14. Reduce $\frac{1}{4}$ of a ton to integers of lower denominations.
15. Sold a quantity of merchandise that cost \$1,670, at a loss of 3%. for what amount did I sell it?
16. A house was sold, at an advance of 5% on the cost, for \$13,000: What was the cost?
17. What is the interest of \$475, for 3 years, at 5% simple interest?
18. Required the amount of \$1,350, from Jan. 12th, 1880, to Sept. 19th, 1881, at 9 per cent, simple interest.
19. What sum of money at 5 per cent, simple interest will yield \$275.40 in 3 years and 4 months?
20. In what time will \$3,750 amount to \$4,541.25, at 6% per annum?
21. What is the present worth of a debt of \$1,650, due 8 months hence, without interest, money being worth 6 per cent?
22. What is the difference between true and bank discount on \$1,000, for 63 days, at 6 per cent.?
23. Sold flour at \$10.45 per barrel, and thereby lost 5% of the cost: what was the cost per barrel?
24. Suppose a railroad train to run at the rate of 20 miles in 50 minutes, in what time will it run 275 miles?
25. What will be the wages of 9 men for 11 days if the wages of 6 men for 14 days be \$84?
26. Find the square root of 149.4, correct to three decimal places.
27. What is cube root?
28. Required the cube root of 1,860,867.

GEOGRAPHY.

- 1, 2. What bay and strait separate British America from Greenland?
- 3, 4. What is the capital of Canada, and where is it situated?
5. What river of North America flows into the Arctic Ocean? 6. Into the Gulf of Mexico from the west? 7. Into the Gulf of California?
8. What chain of islands forms part of the southern boundary of Behring's or Kamtschatka sea?
9. What peninsula in the southern part of the United States? and (10-12) what waters border upon it? 13. Name the principal river of Alaska.
- 14, 15. Name two gulfs on the west coast of South America.
16. In what country of South America do the Andes attain their highest elevation?
- 17-20. Name two of the noted volcanic peaks of the Andes, and the country containing each.
21. Mention a range of mountains in Brazil.
- 22, 23. What two rivers from the Rio De La Plata?
- 24, 28. Name five seas bordering upon Russia.
29. What cape at south-west extremity of England?
30. What connects the Atlantic Ocean and the Mediterranean Sea?

31-36. Name three large islands in the Mediterranean Sea, and locate each.

37. What is the capital of Portugal? 38. Of Spain?
39. Of Denmark?
40. To what is the name British Empire applied?
41. About what proportion of the human race are under British rule?
42. Name a river of Scotland, and (43) its chief city.
- 44, 45. Name two peninsulas in the south of Asia.
46. What country between the Persian Gulf and the Caspian sea?
- 47, 48. What countries of Asia border upon the Red Sea?
- 49-51. Name three large islands S. E. of Asia.
52. What large sea between N. America and Asia? and (53) what connects it with the Arctic Ocean?
54. What mountains on the N. coast of Africa?
55. What mountains near the northern coast of the Gulf of Guinea?
- 56, 57. Through what gulf and strait must a vessel pass in sailing from the Indian Ocean to the Red Sea?
- 58-60. Name three countries of Africa bordering upon the Mediterranean Sea, west of Egypt.

GRAMMAR.

- Define (1) clause, (2) compound sentence, (3) polysyllable, (4) passive voice (or form).
- (5-8.) Correct the errors in spelling and in the use of capitals in the following sentence, and give the reason for each correction; when I came home John Brown was cutting wood.
- (9, 10.) I have no money and can support you no longer. What part of speech is each word in italics?
- (11-14.) Write an interrogative and an exclamatory sentence, placing after each the proper mark of punctuation.
- (15.) Correct the sentence, "Goodness brings it's own reward."
- (16.) This is the most valuable of the three. Change three to two and make any other necessary change in the sentence.
- (17-20.) Love not sleep lest it bring thee to poverty. Write the verbs of this sentence and give the mood of each.
- (21-23.) Express the indicative-present-first-singular of the verb *hear* in three different forms, each of which shall represent the subject as acting.
- (24.) For murder, though it have no tongue, will speak. Parse *have*.
- (25, 26.) Write the plural of *this tooth*.
- (27, 28.) Write sentences containing an adjective modified by any adverb, and a noun modified by an adjective in the comparative degree. Underscore the modifying adverb and adjective.
- (29.) Write the word *unit* preceded by the proper indefinite article.
- (30.) Conjugate the imperfect (or past) tense of *can*.
- (31, 32.) Write two sentences, one containing an object, the other an attribute (predicate noun or adjective.)
- (33, 34.) Of what classes or kinds in each verb in answers 31, 32?
- (35, 36.) The storm having ceased, we departed. Parse *storm*. Change the part before the comma to a dependent or subordinate clause.
- (37-40.) Write the possessive case in the plural number of the words: wolf, child, hero, princess.
- (41.) What is analysis?
- (42.) Fill the blank in the following sentence with the progressive form, present tense, of the verb *go*: Neither John nor James—to school.
- (43.) Give both forms of the superlative of *late*.
- Write sentences containing the following words properly: (44) the feminine of kings; (45) the perfect (present-perfect or prior-present) of *send*; (46) the plural of *mouse*; (47) a noun which has no plural; (48) a noun which has the same form in both numbers; (49) an adverb of manner, in the comparative degree.
- Exercise.**
1. I first saw Venice by moonlight, as we skimmed
 2. by the island of St. George in a felucca, and
 3. entered the Grand Canal. A thousand lamps
 4. glittered from the square of St. Mark, and along
 5. the water's edge. Above rose the cloudy shapes
 6. of spires, domes and palaces, emerging from the
 7. sea; and occasionally the twinkling lamp of a
 8. gondola darted across the water like a shooting
 9. star, and suddenly disappeared, as if quenched in
 10. the wave.
- Write each of the following words, with its number

prefixed, and give its part of speech, modifications (properties or accidents, and syntax):

- Line 8, (50-52) *entered*. Line 5, (53-55) *water's*; (56-58) *rose*. Line 6, (59-61) *palaces*.
- Give the syntax of the following:
- Line 1, (62) *first*. Line 2, (63) *in*. Line 5, (64) *above*. Line 6, (65) *emerging*. Line 8, (66) *occasionally*. Line 8, (67) *across*.
- (68, 69.) Give the conjunctions in the first sentence, and (70-72) the prepositions in the second sentence.
- (73-76.) Write the transitive verbs in the exercise, and their objects.
- (77.) From an abstract noun from *cloudy*, and tell how it is formed.
- (78-79.) From what part of speech is *occasionally* derived? From what, *suddenly*?
80. To what part of speech may *first* belong?

SPELLING.

The following list of numbered words is to be written by each scholar. Let the principal distinctly and properly read the whole paragraph and then pronounce each word (with his number prefixed), allowing sufficient time for writing it before the next word is pronounced.

Direct the scholars to begin each proper name with a capital letter (failure to do which will be counted as an error) and all others with a small letter.

The (1) only hope of (2) salvation for the (3) Greek (4) empire and the (5) adjacent (6) kingdom, (7) would have (8) been (9) some (10) more (11) powerful (12) weapon, some (13) discovery in the art of (14) war, that should (15) give them a (16) decisive (17) superiority (18) over (19) their (20) Turkish (21) foes. The (22) chemists of (23) China or (24) Europe had (25) found, by (26) casual or (27) elaborate (28) experiments, that a (29) mixture of (30) saltpetre, (31) sulphur and (32) charcoal (33) produces, with a (34) spark of fire, a (35) tremendous (36) explosion. It was (37) soon (38) observed, that if the (39) expansive (40) force was (41) compressed in a (42) strong (43) tube, a ball of (44) stone or (45) iron (46) might be (47) expelled with (48) irresistible and (49) destructive (50) velocity.

The 51 precise 52 era of the 53 invention and 54 application of 55 gunpowder is 56 involved in 57 doubtful 58 traditions and 59 equivocal 60 language; yet we may 61 discern that it was 62 known 63 before the 64 middle of the 65 fourteenth 66 century; and that before the end of the 67 same, the 68 use of 69 artillery in 70 battles and 71 sieges, by 72 sea and land, was 73 familiar to the 74 states of 75 Germany, 76 Italy, 77 Spain, 78 France, and 79 England. The 80 priority of 81 nations is of 82 small 83 account; 84 none could 85 derive 86 any 87 exclusive 88 benefit from their 89 previous or 90 superior 91 knowledge; and in the 92 common 93 improvement, 94 they 95 stood on the same 96 level of 97 relative 98 power and 99 military 100 science.—EDWARD GIBBON.

Government and Discipline.

1. In all the rules and method discipline employed, the true object of discipline should steadily be kept in view; namely, to train the pupils so that they may form *right habits*.

2. Firmness, vigilance, and uniformity, in dealing with children are of the first importance. The teacher should never resort to violent means, as pushing, pulling, or shaking the children, in order to obtain their attention. All such practices constitute a kind of corporal punishment, and are not only wrong in themselves, but specially prohibited by the Board.

3. Modes of punishment painful to the corporeal system, such as the sustaining of wearisome burdens, unnatural and long continued attitudes of restraint, standing, kneeling, &c., are wrongful and injurious. Equally so is the confining of delinquents, by tying them or shutting them in closets. These are all resorts to mere physical force, instead of moral incentives, and involve no appeal to a sense of honor or duty in the child. They do not properly assert the *authority* of the teacher, nor do they really produce *obedience* on the part of the pupil.

4. In directing the various movements required of the pupils, care should be taken never to *touch* them. The teacher should take such a position before the class as will command the eye of every pupil, and thence direct by the voice, or by a signal. Pupils must be habituated to the impression that the teacher will give his commands but *once*, and that they must be obeyed *at once*.

5. *Harsh tones* of the voice are unnecessary and improper. Words of disapprobation may be uttered by the

teacher in a tone of decision, without the use of any severity that would imply resentment, anger, or antipathy on the part of the teacher. On the contrary, the language used, and the tones of the voice, should always express a feeling of sympathy with the child. This is the way to win the youthful mind, and to bend the will through the affections; a different course will antagonize it and prevent all real submission, securing only a temporary semblance of obedience.

6 "As is the teacher, so will be the school." It is, therefore, requisite that teachers should rigidly discipline themselves by carefully cultivating habits of neatness, cleanliness, and order, gentleness of manner, a watchful self-control, and a cheerful spirit. In speaking, let the rising inflection of the voice prevail; then, the falling inflection of reproof will be more impressive and effectual.

7. Teachers should seek to obtain the sympathetic regard of the children by giving a due attention to their wants and requests. These should be fulfilled as far as it is proper and responsible. Children are quick to perceive and to resent injury or injustice. The child who asks for the privilege of a drink of water, for instance, may be suffering acutely; and, if not accorded relief, when this seems to be perfectly practicable on the part of the teacher, feels a sense of outrage which, for a time, if not permanently, impairs its respect and regard for the teacher. The cultivation of a due feeling of sympathy for the children will wholly prevent this. The possession of this feeling in its fulness in the best foundation of success in both discipline and instruction.

8. *Encouragement* inspires confidence, and children, more than others, need it. Let it be given in all cases where this can be honestly done. To a want of this, in the discipline of classes, is to be ascribed the timidity and reserve so often manifested among pupils, by a hesitating manner, a low voice, and a tone of inquiry in response, especially to strangers. A proper degree of encouragement will render them confident and spirited, eager to tell what they know, and in an audible tone of voice. Encouragement has a peculiar influence in promoting mental and moral improvement.

9. *Public exposures and badges and disgrace* belong to a class of punishments which, if ever resorted to, should be employed under careful limitations, and with great circumspection and prudence; for it requires a skillful, discreet, and conscientious teacher to use them safely and with advantage. In the discipline of girls that should be avoided altogether, as destructive of that nice sense of shame and that delicate sensibility to reputation which should be carefully fostered in the female character.

10. *Cleanliness, method, and regularity* are among the first and most necessary elements of popular education. Every rule requisite to maintain or impart these should be diligently and punctiliously enforced.

11. Education is unfinished while the physical powers are left untrained. Children should be taught how to sit, to stand, to move, to walk. Rules are required for this; but they need to be but few and simple, and the nice and watchful observation of children renders it quite easy to enforce them, provided they are not capriciously applied. Children must first be taught them, and then never permitted to violate them without admonition or correction.

12. Teachers should never forget that their pupils are constantly and closely watching their conduct, and that they are prone to imitate whatever they observe. They should, therefore, see nothing that they may not safely imitate. There is an "unconscious tuition," the silent influence of which produces the most permanent effects.

13. The character of children is greatly affected by their surroundings. These should, therefore, be neat and orderly. The rooms in which they assemble should be clean, the desk and other furniture, as far as possible, without injury or defacement, and everything giving evidence of constant and punctilious attention. Children, from the contemplation of these things, unconsciously acquire habits of order, neatness, and regularity, which have an important bearing upon their usefulness and happiness in after life.

14. The basis of *good order* is attention. It does not require that the pupils should occupy, for any certain time, a fixed position; that they should be compelled to strain their glances upon a given point; that they should be as motionless as statues. All this is unnatural; and whatever is unnatural is really *disorderly*. The postures should be graceful, easy, and uniform, but should be frequently changed; the movements, while as simultaneous as perfect attention would necessarily produce, should also be easy and natural.—*Teacher's Manual N. Y. City.*

Showing Off.

CHARACTERS.—Eloise Grandall—A recent Graduate of a Seminary; Hester Loring—Her Intimate Friend; Susy—The Servant Girl.

Susy.—Well, I do be kept busy, to be sure, now Miss Eliza—Oh, gracious! I forgot—Miss Eloise has come back from the grand school where she got such a pile of learning. Why, the parson himself can't beat her on the big words! And she's always a-going off with clumpy boots and a big shade hat, a-digging for worms, and a-scooping fishes out of the creek, and catching bugs and butterflies in little nets; and when she is at home dressed to kill! (*Dusts the aquarium.*) Here's her aquarium, all full of stones and shells and little bobbity bits of fishes. How they wriggle! Poor things! I think it's a shame to take them out of the cool, shady creek, and keep them in glass cases.

Enter ELOISE, very elaborately dressed.

Eloise.—Susan!
Susy.—Yes, Miss Eliza—Eloise!
Eloise.—Does my skirt hang gracefully?
Susy.—Beautifully, miss!
Eloise.—Is the flounce on my overskirt looped in the proper manner?

Susy.—It couldn't be better, miss.
Eloise.—(*Walking slowly across stage.*) Does my train follow my movement in a delicate curve?

Susy.—(*Looking bewildered.*) I—think—it—does.
Eloise.—Think! Can't you see?
Susy.—Yes, miss. It is splendid!
Eloise.—How does the dress fit me?

Susy.—Magnificent, miss!
Eloise.—Does it not wrinkle on the shoulders?
Susy.—Not a wrinkle as big as a hair anywhere about it, miss! And all the crinkle-crinkle-cums on it is lovely. I never saw such sweet silk!

Eloise.—Is my collar straight?
Susy.—Couldn't be straighter.

Eloise.—One might as well be buried at once, as to live in a house without a full-length mirror. I am quite resolved not to let papa have one moment's peace until he puts one in my room. I feel half dressed, if I cannot see the sweep of my skirts or the fall of my cloak.

Susy.—Well, you're elegant to-day, miss! Do you expect visitors, miss?

Eloise.—Miss Hester Loring is coming to see me. Is my hair all right at the back?

Susy.—Lovely, miss.
Eloise.—(*Sitting down.*) Bring me a footstool.

Susy.—Yes, miss. (*Brings footstool.*)
Eloise.—Hand me a book from the table.

Susy.—Which one, miss?
Eloise.—Any one. (*Susy hands book.*) You may go now, Susy. When Miss Hester comes, show her in here.

Susy.—Yes, miss. (*Exit Susy.*)
Eloise.—I wonder if my skirt is draped gracefully over the footstool, so as to show the rosette upon my new slippers! (*Bell rings.*) That must be Hester. (*Appears absorbed in reading.*)

Enter Hester.

Hester.—Oh, dear Eliza—(*stops confused, as Eloise does not seem to see her.*) Good morning!

Eloise.—(*Looking up.*) Oh, pardon me! I was so interested in this new work upon botany, I did not hear you enter. (*Rising gracefully.*) I am delighted to see you.

Hester.—I—why, Eliza, you don't seem to be a bit delighted.

Eloise.—Dear Hester, would you mind calling me Eloise? Eliza is such a very common name.

Hester.—Not at all. Is it the fashion nowadays to change your name?

Eloise.—I know nothing about fashion, my dear friend. My mind is so absorbed in the pursuit of knowledge, that I care nothing for such frivolities as fashion demands of her votaries.

Hester.—Oh, I beg your pardon, I am sure! But your dress—

Eloise.—A fancy of my dressmaker's. She knows I care nothing for such things, and exercises her own discretion. Let me take your hat and shawl. You have come to spend the day?

Hester.—Oh, I did intend to do so, but perhaps you have renounced friendship.

Eloise.—(*Clasping her hands.*) I renounce friendship! How little you know me.

"Friendship above all ties doth bind the heart;
And faith in friendship is the noblest part!"

I could not live without friendship! (*As if affected.*)
Hester.—I did not mean to wound you.

Eloise.—(*Removing Hester's hat and shawl.*) You must stay all day. I have a thousand things to show you.

Hester.—Thanks! I suppose you brought a great many new things from the city? Oh, you have an aquarium!

(*Goes to aquarium.*)
Eloise.—Yes, a trifle to amuse leisure hours, when my brain wearies of study. That is a very fine specimen of the *Dytiscus Marginalis*. You recognize it, of course?

Hester.—It is difficult to tell one of the water beetles from another, they dart about so quickly. But I see you have a *Hydrophilus picus*!

Eloise.—Oh, I am so glad, dear Hester, that you share my enthusiasm for this fascinating pursuit. I spent the entire day yesterday at the creek. I obtained a *Helophorus aquaticus* and an *Acilius sulcatus*, but looked in vain for a *Colymbetes*.

Hester.—I think, my beloved Eloise, that we have ever been in sympathy in our pursuits. Pardon me, there's ore, if I presume to criticise your aquarium. I find therein a deficiency of *Alga*, most necessary for the health of your aquatic pets. We can easily procure a supply, however. Let me recommend, my charming friend, some of the *Cladophora Arcta*, a little of the *Enteromorpha*, which is, however, so common, that I would use it sparingly, a few specimens of the *Porphyra laciniata*, or *Ulva latissima*, whichever you prefer. Both are effective.

Eloise.—You are very kind, dear, to make any suggestion. This anemone is very rare; did you notice it?

Hester.—I did. You must come over and see my collection.

Eloise.—Have you a *Goniodoris nodosa*?

Hester.—Two, my love, and a perfect *Gemellaria lorica*. My *Scrupocellaria scruposa* has been very much admired.

Eloise.—I have a *Patella pellucida*—a very fine specimen.

Hester.—Indeed! Have you an *Aspidophorus Europaeus*?

Eloise.—Are you fond of ferns, Hester? (*Going to fernery.*)

Hester.—I do not care to keep them in the house. They grow so luxuriantly near here that one can admire their beauty in every walk.

Eloise.—But mine are all English ferns.

Hester.—Indeed! (*Examines ferns.*)

Eloise.—I gave quite a small fortune for some of the specimens. This one is the *Asplenium adiantum nigrum*, this the *Lastica dilatata*, this the *Polystichum aculeatum*, and this the *Scolopendrium*; but the treasure of all is this lovely, lovely *Polystichum lonchites*.

Hester.—They are very pretty; but I think our American ferns are quite as graceful.

Eloise.—If you will excuse me a moment, I will find my portfolio of dried specimens to show you. (*Exit.*)

Enter Susy.

Susy.—Oh, Miss Hettie, ain't our Miss Eliza got a heap o' learning in that cemetery she's been to?

Hester.—(*Smiling.*) It seems so, Susy.

Susy.—I was listening to her going it all over—all about the polly-stick-um and the goney on noas and screw-pole in air, and screw-pole on noas, and salt-cellar beetles.

Hester.—These are the Latin names, Susy, for very common little fishes and beetles.

Susy.—Do tell! But I s'pect they must be, for she calls the soap a saponaceous compound.

Hester.—Indeed!

Susy.—And how was I to know she wanted the bread, when she asked for flarinaceous food?

Hester.—What is butter?

Susy.—She ain't got to the butter yet. But the pickles are all con—con—

Hester.—Condiments!

Susy.—But I came in to see if I was to put on a plate for you at dinner.

Hester.—Yes, Susy, I shall stay to-day.

Enter Eloise.

Eloise.—I find my portfolio is in one of my trunks at Aunt Miriam's, where I promised to return in a few days. I am anxious to spend a little more time in the city, to

add to my collection of shells. Are you fond of conchology.

Hester.—Only to admire. I have not studied it.

Eloise.—It is most absorbing. (*Opens cabinet drawer.*) My collection is very limited, as you see; but I have some rare specimens.

Hester (*Pointing*).—That is a pretty *Trochus ziziphinus*.

Eloise.—But not so fine as this *Littorina littoralis*.

Hester.—Still, periwinkles are so common.

Eloise (*Pettishly*).—I assure you there is nothing common in the collection.

Hester.—I had no intention of offending you, Eliza.

Eloise.—I wish you would call me Eloise. This is very fatiguing weather.

Hester.—Very! (*Sinks into a chair.*)

Eloise.—The heat quite prostrates a delicate person. (*Fans herself languidly.*)

Hester.—It is almost insupportable! (*Fans herself with the same air of languor.*)

Eloise.—I think it is quite an error to suppose country air cooler than that in the city. The sea breezes are the only real relief.

Hester.—Or mountain air. I sigh for the summit of Mont Blanc!

Eloise (*Very sentimentally*).

"I love to stand on some high beetling rock,
Or dusky brow of savage promontory,
Watching the waves, with all their white crests dancing,
Come, like thick plum'd squadrons, to the shore
Gallantly bounding!"

Hester.—(*Still more sentimentally.*)—I love the mountain air!

"The mountain wind! most spiritual of all
The wide earth knows—when, in the sultry time,
He stoops him from his vast cerulean hall,
He seems the breath of a celestial clime,
As if from heaven's wide open gates did flow
Health and refreshment on the world below!"

Eloise.—Are you still fond of long walks, Hester? You were untiring last year.

Hester.—Last year! Oh, one really cannot be expected to retain any favorite taste for such an age!

Eloise.—How do you amuse yourself in this dull little place?

Hester.—We continue to exist, with lawn tennis, croquet, outdoor concerts, charades, tableaux, music and picnics. All vulgar pursuits to a mind of such exquisite refinement as ours.

Eloise.—I am weary of all such trifling pursuits, and pass my time in study. As Cicero says; "*animus cultus quasi quidam humanitatis est.*"

Hester.—And yet Seneca remarks; "*interdum et insanire juncudum est.*"

Susy.—Dinner waits.

(*Exit.*)

1 Cultivation is as necessary to the mind as food is to the body.
2 It is sometimes pleasant to play the fool.

PROF. J. E. FROBISHER'S COLLEGE OF ORATORY, No. 54 EAST 21ST STREET.—Heretofore the professor's labors were confined to colleges, schools and special or private instruction, but he has now concluded to enlarge the sphere of instruction in oratory and acting, so that it may assume a collegiate form. The mansion is tastefully and richly furnished. The parlors have been converted into an auditorium, with a completely arranged stage for general instruction, lectures, reading and acting. The front parlor is used as a reception room when not required during stage exercise. Another notable feature is the gymnasium connected with the stage, which is indispensable in carrying out the professor's idea of "blood and breath," or a judicious development of the physical organs as well as of the mental faculties. New York needs such an institution, and Mr. Frobisher proposes to conduct it on a broad and general plan. He intends to charge fair rates, to make the college self-supporting, but he also hopes to establish a number of scholarships, whereby struggling talent may receive tuition without price, and be advanced to equal opportunity with the more fortunate. Professor Frobisher proposes to fit up his stage with all the necessary appurtenances, and so arranged as to be available for literary and for dramatic purposes. It is also the intention of Professor Frobisher to have a well assorted library of such works as bear mainly upon the subjects of oratory and acting. There is no gift in science which so peculiarly blesses the teacher's talent and broadens his vocation and sphere of influence than this one of Oratory.

EDUCATIONAL NOTES.

NEW YORK CITY.

METROPOLITAN MUSEUM OF ART.—Over thirty-six thousand persons visited the museum in one week, and 147,372 during the month of April. This is a grand institution, and every citizen of New York should take pride in visiting it. We shall give some notes about it later.

NEW YORK CONSERVATORY OF MUSIC.—That this school of music is opened all through the summer is generally known: but we repeat the statement for the benefit of those under whose notice this fact has not fallen. There are many persons in this city who wish to keep up their musical studies during the summer, and to them the Conservatory furnishes the opportunity.

ORATORIO SOCIETY.—The last of the concerts given by this Society occurred in April, but the rehearsals have been continued until the present week, closing with the announcement of a musical festival to be given next year when the Oratorio will occupy a conspicuous part. The Seventh Regiment Armory has been named as the auditorium, the singers will number 1,000, the orchestra 250 or more, and everything promises well for an artistic festival of music, such as New York has never witnessed. Although the seventh season just ended was pronounced the climax of the Oratorio Society's successes, next year will probably be the culminating point. Dr. Damrosch, the enthusiastic conductor, has led the Society from great to greater works: he is untiring in his efforts to give the public, through the Society, music not heard before in this country.

ELSEWHERE.

TEXAS.—The teachers of the 2nd Congressional District will meet at Kellyville July 13.

THE fifth session of the Summer School of Languages, at Amherst College, Mass., begins July 6th and continues six weeks. It is under the direction of L. Sauveur, Ph. D., LL.D.

IN Rhode Island, according to the last report of the Board of Education, over 10,000 children, or more than 20 per cent. of those of school age, did not attend any school last year.

ILLINOIS.—The Highland School held its graduating exercises in Turnhall. Prof. Theodore Adelman is the principal. The exercises were very interesting. Prof. Lehr, of Marine, gave an able address.

A TEACHERS' Training School will be held in the Union School Building, at Sidney, Ohio, commencing Monday morning, July 5, 1880. The session to continue four weeks. The instructors are G. W. Snyder and W. H. McFarland.

ALL graduates of the Albany Normal School residing in New York and vicinity are requested to meet at the office of the New York School Journal, No. 28 East 14th street, on Saturday, June 5th, at 11 o'clock, A. M., for the purpose of organizing an association.—G. B. HENDRICKSON.

OHIO.—This year the Ohio Teachers' Association will hold its Annual Meeting at Lake Chautauqua, New York, July 7, 8, and 9. Supt. J. B. Peaslee, of Cincinnati; J. Mickleborough, Prin. Cincinnati Normal School; Mrs. A. B. Johnson, Avondale; Supt. L. D. Brown, Hamilton; Supt. J. Hancock, Dayton; Supt. C. W. Bennett, Piqua; Supt. J. McBurney, Cambridge; Supt. R. W. Stephenson, Columbus; Supt. R. McMillan, Youngstown; E. E. Spalding, Gallipolis; H. S. Lehr, Pres. Ada Normal School; Prof. Chas. W. Super, Athens University; Pres. B. P. Hinsdale, Hiram College; Pres. J. Tuckerman, Grand River Institute; Prof. H. M. James, Cleveland; Prof. E. S. Cox, Parkersburg, West Virginia; and Hon. E. E. White, Purdue University, Indiana, will present papers.

JERSEY CITY.—On a pleasant afternoon a few days ago, by invitation we dropped into the High School building in Bay St., Jersey City, to attend a meeting of the Teachers' Association. About two hundred were present. Prof. Barton called the meeting to order and introduced Miss Belle Cole who rendered several songs with great sweetness and power. Mr. John D. Philbrick, ex-superintendent of Boston, then read a carefully prepared paper on pedagogy, replete with practical wisdom, valuable suggestions and encouragement to the fraternity. He enlarged upon the necessity of study, hard and persistent study, of methods of teaching, and narrated instances of living teachers who failed, at first, in discipline, reading, or some other branch of teaching, and who afterwards

by thorough, patient study made their weak point their strong one and attained eminence in their profession. Teachers should read books on pedagogy, and stint themselves in every direction if need be in order to procure a pedagogical library. Mr. Philbrick exhorted the teachers to patronize the educational Journal in their vicinity. They would be amply repaid by the practical suggestions to be gleaned therefrom, and they would have the satisfaction of encouraging an important auxiliary of educational progress. The reason educational journals were no better was the feeble support received from teachers. The editors had not the means to make them better. He emphasized the idea that the skilled teacher is more important than any particular method. Miss Belle Cole again sang a simple ballad and was recalled and applauded to the echo. Mrs. Kate Durrie read an admirable paper on "Teaching Reading in Primary Schools." The Association is evidently a live one, and working with an energy and practical comprehension of the power of associated effort, that will not only result in good to the individual members, but in awakening a public interest in the schools of Jersey City. P.

MONROE, Co., N. Y.—The quarterly meeting of the Monroe County Teachers Association was held in Spencerport. The address of welcome was by Rev. Mr. Bennett. He spoke of the teacher's responsibility and opportunities. Mr. A. M. Brown gave an able response. "If we would succeed, we must be up and doing, and set our mark high. Education buoys us to better things and lifts us above trivial trials." Miss Catherine E. Fay read an interesting and practical paper on the subject "What is Education, and what culture is necessary to form a complete education?" She said, "Every advancement in ourselves is a benefit to those around us, and especially to those under our care." The paper was followed by a lengthy discussion in which Com. Allen said that the teacher who taught children to think was the successful teacher. Recess was followed by a valuable paper entitled "Perspective Drawing in the Common School," by Miss Hancy. Miss S. J. Curtiss read a paper on the "Sources of Happiness." The evening session of the Association was opened by a song entitled "Happy and Light," by Miss Castle, Miss Bates, Mr. Cole, and Mr. Spencer, Miss McIntyre presiding at the organ. The President's address was next in order. He said, "Our associations are for our improvement and teachers should strive to avail themselves of their benefits." A select reading by Miss Mary Leggett, entitled "Practice What You Preach," was quite humorous. Miss Bettie E. Jones then read a paper on "Thought and no Thought." Five teachers talk too much where one talks too little." Miss Lola M. Greene gave a select reading entitled "The Mormon Burial," and Miss Emma Woodson then read a merry selection entitled "The Bewitched Clock," in an admirable manner. Text books were then discussed by Miss Hattie Collins. Miss Nellie C. Brown gave a humorous recitation entitled "Men and Dinners," and Miss S. A. Fowler then read a paper entitled "Want of sympathy among teachers." Mr. Allen then requested that Mr. Wright sing one of his characteristic songs as an introductory to the social: for "a little nonsense is relished by the best of men." Mr. Wright responded by singing a song entitled "Turner's Ball," which received an encore and was responded to by singing "Walking out." A social closed the exercises of the evening.

On Saturday morning, after the opening of the Teachers' Association, Commissioner Allen was appointed a delegate to the State Teachers' Association. Mr. Tompkins then read a paper entitled "Too Common." He spoke of practices that are too common in our schools. Miss Ella Jewett read a pleasing paper on "Words of Cheer." A discussion in regard to the extent of the use of kind and loving words followed. A recitation by Miss Marion Craig next came entitled "The Battle of Lake Regulus." Miss Mattie M. Robb read a paper, "Practical Ideas," which was full of timely thoughts. Miss S. A. Fowler read a paper entitled "Do We Know it All." This paper was well calculated to draw forth those Professors and Normal Graduates who take so little interest in Teachers' Associations. The paper was well discussed. Mr. Yale then read a paper on "How our Schools can be Improved."

NEW JERSEY.—The Union County Teachers' Institute was held in Westfield May 17th, 18th, and 19th, 1880. All the teachers in the county were present nearly. Prof. E. V. De Graff, of Albany, N. Y., did the largest

amount of work, speaking twice daily. His topics were, "Phonics," "How to teach the child to read," "How to teach reading," "How to conduct a recitation," "Language, and how to remedy the faults of reading." The teachers were very enthusiastic in their praise of Professor De Graff. His "talks" were extremely instructive and pleasant.

State Supt. E. A. Appgar also spoke daily. The first day he presented a statement of the financial condition of the schools of our State. The other days perspective drawing was the subject of his address. On Tuesday evening, the 18th, he gave a lecture on "My Rambles among the Alps," which was illustrated by about fifty stereoscopic views.

On Monday evening, Miss Minnie Swazey gave readings to a large audience. Our County Supt. T. W. Pease labored faithfully to make the meeting a success and it is owing to his efforts that everything passed off so pleasantly.

New York State Examination.

Superintendent Gilmore has ordered that examinations of applicants for State Certificates be held, commencing on Tuesday, the 27th day of July, 1880, at 2 o'clock, p. m., at the High School Buildings in Albany, Binghamton, Brooklyn, Buffalo, Elmira, Plattsburgh, Syracuse and Watertown.

Competent persons will be present to conduct the examinations, the results of which will be reported to him, and such of the candidates as have given satisfactory evidence of their learning, ability and good character, will receive certificates qualifying them to teach in any of the public schools of the State without further examination.

Candidates must be present at the beginning of the examination, produce testimonials of character, and must have had at least three years' experience as teachers. They must pass a thorough examination in the following named branches: Reading, spelling, writing, grammar and analysis, composition, geography, outlines of American history, arithmetic, elementary algebra and plane geometry (in place of geometry, candidates may offer themselves, if they choose, for examination in Latin, as far as three books of Caesar.) They will also be expected to have a general knowledge of book-keeping, rhetoric, the natural sciences, linear and perspective drawing, general history, general literature, methods, school economy, civil government and school law. The examinations will be open to candidates residing in any part of the State.

LETTERS.

WANTED: A SITUATION.

To the Editor of the NEW YORK SCHOOL JOURNAL:

Can you spare me a few lines in your valuable journal in order to help me to secure a situation in your city? Most of my life has been spent in the school-room, either as pupil or as teacher. My early training was by skillful teachers who had been drilled in the best normal schools in the Union. After that I was given a four years' course in the University of Michigan. The classics and mathematics were salted with a good share of the natural sciences. Since then my time has been spent in teaching and supervising. For the last three years about one hundred schools, with from two to three thousand pupils, have been under my control. My education, my experience and my natural liking for school-room work make me feel that possibly I might do better financially in your State than in Kansas.

Can you give me, or help me to secure a situation in the city schools of New York? Any favors shown me in this way shall be kindly remembered. Truly yours,

KANSAS.

P. S. I see that the policemen of your city get \$1,200 a year. If this is true, and your School Board can't do as well, put my name into the list of applicants for the position of policeman.

N. B. By the way, are the figures for walking likely to hold their own for the coming fall and winter? I see that in a late walking contest Rowell made \$25,000; Merritt, \$9,500; Hazael, \$5,750, and others smaller amounts. Now, if you think that this business will continue good, I'd rather walk for \$25,000 than to serve as a policeman for \$1,200 a year, or even to teach for \$1,000 a year. Let me hear from you soon.

K.

To the Editor of the NEW YORK SCHOOL JOURNAL:

In reading I am trying an experiment. In March I

bought the January, February, and March Nos. of *S. Nicholas*. I did not wish to get into this too deep, and thought a good beginning, though small, would be better than a large and bad one. I took these three magazines and appointed three of my best readers (4th Readers) to read some of the short pieces. I was a little surprised, I must confess. These three children were able to read well in the book, but now they failed. They seemed like the "traditional cat" in the garret. It was new ground; they were lost; many expressions were new to them; the old familiar landmarks were gone. I opened my eyes. I thought I had missed it. I tried it again next day, and the next; the reading improved, the children grew interested; the short pieces were all read up; we began on the longer ones, and I added to the number of readers, until now I have eight "Magazine Readers." I find it has a double effect for good. It gives us something new every day, and we become interested. We have something to remember from day to day, and it is an exercise of memory. The reading is so distinct, that I am not compelled to have a book, and so can listen with the rest. Good attention is necessary, and this alone is very great assistance to any reader. Quietness prevail, and my morning hour for reading is a very social, happy hour. I think it has done good, and shall continue as long as I see goods. What do you think? Yours truly,

A. J. WILSON.

To the Editor of the NEW YORK SCHOOL JOURNAL.

The American Institute of Instruction will hold its Fifty-First annual meeting at Saratoga next July, beginning on the evening of Tuesday, the 6th, and ending on the evening of Thursday the 8th. The speakers engaged up to the present time are Rev. Henry Ward Beecher, Rev. Dr. Barnas Sears, Dr. John D. Philbrick, Elbridge Smith, Esq., Miss J. H. Stickney, N. P. Warren, Principal of the New Hampshire Normal School; Thomas Cushing, Esq., Robert C. Metcalf, Master of the Wells School, Boston, and Prof. H. E. Holt, teacher of music in the Boston schools, who will give an exercise with a class of eighteen boys and girls from Boston. It is expected also that General Joseph R. Hawley, of Connecticut, will address the convention. It is proposed this year to have fewer papers than usual, and to give more time for discussion of the subjects presented. It is anticipated that the sessions will be lively and profitable, and that the social enjoyments of this occasion will be exceptionally rich. Hotels and boarding-houses will entertain at reduced rates. Congress Hall, which accommodates about twelve hundred guests, will be headquarters, and the charge there will be, for gentlemen \$2.50, and for ladies, \$2 per day. The Arlington, Adelphi, and twenty or thirty others, will charge \$1.50 per day. Transportation will be furnished on the basis of one full fare and a third for the round trip. The North River boats will issue a special ticket for this meeting, and New York city teachers will find the arrangements favorable for them.

Hoping that this notice, though brief, will prove appetizing to the numerous and intelligent readers of the NEW YORK SCHOOL JOURNAL, and that many of them will be with us at Saratoga, I am yours truly,

J. N. CARLETON,

President of the American Institute of Instruction.

HOW TO TEACH PRIMARY PUPILS.—Make the transition from home to school as easy as possible by making school as pleasant, as cheery, and as homelike as you can. And remember that the best way to make [a child happy is to give him pleasant work to do, and let him feel each day that he is learning something. Let him learn things before you teach him words. Don't think all time in school is wasted that is not spent teaching from books. Almost anybody can teach from books; a wise teacher teaches his best lessons without them. See that the little ones are comfortable while in school, and are not confined in the school-room too long.—Mary A. West.

VIVID pictures are often drawn of the stupidity of children, and especially of the ignorance which they display of the meanings of common English words. But such pictures are more vivid than true. A child may understand the meaning of a word perfectly without being able to find a synonym for it. To give a definition of the commonest word off-hand, is not always easy. An inspector expressed his surprise that no child could tell him the meaning of the word "boat," and, upon being asked himself to define it, said:

"Why, a boat is a—a boat, you know. Everybody knows what a boat is."

The story is too good, perhaps, to be true, but it points a moral nevertheless.

BOOK DEPARTMENT.

NEW BOOKS.

BALLADS AND LYRICS. Selected and arranged by Henry Cabot Lodge. Boston: Houghton, Osgood & Co.

The aim of this book is to educate boys and girls from twelve years upwards, from the "Soldier from Bingen," through all the intervening stages to the highest kind of poetry. In the Preface we learn that the requirements for each selection, have been simplicity of thought and diction, which has led to the introduction of a large proportion of narrative poems or ballads. These are undoubtedly the most interesting to children, just as a story pleases them better than an essay. The field of English and American literature is fairly covered, but while Walter Scott is largely represented our own sweet singer, Bryant, is only recognized by "The Death of the Flowers." We remark the absence of everything of a sectarian or sentimental character, and the addition of brief biographical notes, at the foot of the pages.

GRADED SELECTIONS FOR MEMORIZING. Adapted for use at home and in schools. By John B. Peaslee, A. M. Ph. D. Cincinnati: Van Antwerp, Bragg & Co.

The work which Supt. Peaslee has been accomplishing in Cincinnati during the past three years is an impressive one. He began quietly, by giving to pupils of the public schools thoughts of our best writers, to commit to memory. He prepared a collection in pamphlet form, which was made a part of the school curriculum. This led to celebrating the birth days of American writers, which created a great interest among the schools, and now one hour of each week is devoted to literary work. The selections are graded for pupils from six to thirteen years of age, and nearly one hundred and fifty others for advanced pupils.

FIRST TWENTY HOURS IN MUSIC. By Robert Challoner. Cincinnati: George D. Newhall & Co. Price 75 cents.

Mr. Challoner after many oft-repeated requests, has consented to compile in as concise a form as possible a never failing, practical, and rapidly progressive system of instruction for beginners upon the piano forte. He understands that the greatest difficulty with young teachers seems to be, how to go to work with a pupil who knows nothing of the rudiments of music. He therefore begins with the first use of the fingers, and carries the pupil through the seas of troubles in early piano playing that are usually so discouraging. The concise manner in which the rules are presented, the thorough explanations of each step, will recommend the "First Twenty Hours in Music," to the young teacher, or the self-educating pupil.

A PRACTICAL TREATISE ON SEA-SICKNESS: its symptoms, nature and treatment. By George M. Beard, M. D. New York: E. B. Treat & Co. Price fifty cents.

Would-be visitors to distant countries, will at once seize upon Dr. Beard's discourse, when they learn that he recommends a cure for sea-sickness, which he holds is like any other form of sickness, and evil to be avoided. The Treatise is not a theory or dream, but represents extensive experiments of the author, and much experience at sea.

MAGAZINES.

Harper's for June would be a charming number if graced only by Mr. W. H. Gibson's illustrated article on the "Spring Time." The first picture is as exquisitely engraved as it is restful to the eyes; and in the drawing of the hepatica the engraver's art again enhances the beauty of the artist's brush. We hope that when Mr. Gibson closes this series of papers during the summer days that they will find their way into book-form, the pictures are too beautiful to be laid aside at the coming of a new number of the magazine. The general selection of articles is not as varied as they have been in the last few numbers; Mr. W. H. Rideing's "Working Women of New York," is praise worthy.

The *Atlantic* (June number) comes from Houghton, Mifflin & Co. Boston, successors to Houghton, Osgood & Co. The articles are nearly all short, a reminder of warm days and light reading. Richard Grant White is proving himself a Shakespearian scholar by his first article on "King Lear." Mark Twain reports a "Telephone Conversation." "Elihu Vedder's Pictures," and "Records of Wm. M. Hunt," can be classed together; Longfellow has a poem "The Poet and his Song." Edward Atkinson writes of the "Unlearned Professions;" the attention of voters is called to the letter from "An Old War Horse to a Young Politician."

Harper Brother's have for years added much to public enjoyment by their weekly publications for the fathers and mothers, but the *Young People* have been looked after the

year, and the little periodical grows in interest and general favor. The artists cover its pages with exquisite pictures which alone make it attractive.

Overtures have been made from Stockholm for permission to publish Eugene Schuyler's life of Peter the Great, now running in *Scribner's*, in the Swedish language. The work will probably find its way into several languages.

The June *St. Nicholas* seems to be densely filled with reading matter and pictures; the table of contents presents a vast array, and we can only mention a few of the features which especially please us. "How to Camp Out," by Daniel O. Beard, with illustrations by the author, gives practical suggestions upon this, to boys, delightful topic. Fannie Roper Fendge tells about the celebrated Rosetta Stone in her paper "Two Famous Old Stones." Olive Thorne Miller, another favorite descriptive writer for children, will awaken interest in that noble work which provides "A Summer Home for Poor Children."

German life is represented in the June *Lippincott's* by a short story entitled "Schmiederer's Lena," and Marriott Pyne's article upon "German Boys and Men." Artists will be glad to learn from Olive Logan, something of the life of the Carpeaux, the French sculptor; the illustrations give one a very fair idea of his style. Longfellow's poem, announced a month ago, appears, but the picture at its head detracts from the beauty of our poet's thoughts. A paper by DeLancey Nicoll upon "Lawn Tennis," is valuable at this season of the year.

We must call the attention of our readers to the charming June number of the *Nursery*; to the very little ones this magazine is a constant source of pleasure.

The readers of the *Christian Intelligencer*, will not want to leave "The Library," the Editor continues to make it as attractive as he has lately, with his "Portrait Gallery," and chats.

NEW MUSIC.

The *Musical Visitor* keeps up with the doings of the Cincinnati Musical Festival. In the May number, the music is discussed, notes are given of the soloists, and four pages of the music of the prize composition, "The Golden Legend," are given. There are also the following: "Wake, wake, my love," serenade; "Fear Naught Quick March," by T. Latimer; "A Similar Case," recitative song, G. F. Root "Forever Joyful," by P. Fahrback, Jr.

The May *Musical Herald* contains a "Nocturne," by John Field, "Come unto Him," contralto song, by Henry Leslie, "Holy, holy, holy, quartette.

The May issue of Goulland's *Monthly Journal of Music* contains the latest and most popular music; "Smiles may end in Tears," by Ciro Pinsuti, "Boccaccio March," by Von Suppe, "Twickenham Ferry," by Theo. Marzials, and "Isabelle," walse brillante, by G. W. Stewart.

Besides the three instrumental and two vocal selections in the June *Folio* there is an admirable portrait of Adelaide Neilson.

John Church & Co, Cincinnati, do not let their new publications get cold before they are out with others. "Red Men's March," by Mrs. Lizzie Kelley, (thirty cents) is not as savage as the title would lead one to imagine, and but rather of an opposite character. Lean Levey makes a pleasing melody with the use of half tones in his song and chorus, "Aileen, My Darleen," (thirty-five cents), "Take me, Jannie Dear," soprano solo, by J. W. Bischoff, (price fifty cents) will captivate its hearers. Bret Harte's latest poem, "Under the guns," has been wedded to music by D. Addison; it will suit a mezzo soprano, or even contralto voice, (thirty cents).

PAMPHLETS.

Annual Report of the Shelby County Public Schools, Tenn.—Summer School of Languages at Amherst College, Mass.—Wholesale Price List of Singer Machines, Joseph Powell, Chicago.—The National Temperance Society of New York has published a series of Union Handbills and temperance tracts for the Woman's National Christian Temperance Union.—New Departures in Collegiate Control and Culture; by Rev. Caleb Mills. New York: A. S. Barnes & Co.—The Young Whaler; by W. H. G. Kingston. No. 17 of the *Sunday Library*, Price ten cents. New York: J. S. Ogilvie & Co.—"Talks With Caesar de Belo Gallico," by L. Saveur. New York: Henry Holt & Co.—National Temperance Songster, by W. O. Moffet, published by S. L. Marrow & Co., Indianapolis, 64 pages, price ten cents. This is a collection of temperance songs set to familiar tunes.—No. 7 of Guides for Science Teaching: "The Oyster, Clam, and other Common Mollusks," by Alpheus Hyatt. Boston: Ginn & Heath. This is gotten up in the elegant style peculiar to the firm whose imprint it bears.—Alcohol and the Church, by Robert O. Pitman. New York: J. N. Reade, 58 Reade st. Price ten cents.

EDUCATIONAL MISCELLANY.

Neglected Children.

The needs of neglected children have continued to occupy much time in public addresses and in personal labors. The good results already accomplished furnish ample encouragement for the continued and vigorous prosecution of this work. Mr. Porter has performed his important duties with his accustomed efficiency, tact and good judgment, visiting a larger number of families than in any former years. As the result of these visits to the homes of neglected children, it is believed that nearly three hundred such children have been led to attend school. The influence of this comparatively new form of service has been happy beyond our expectations. It is proposed to give prominence to this special work during the current year.

While the increase of school attendance is the primary aim of the agent, he is incidentally promoting the cause of education in many other directions. In his visits to towns, he is often consulted in reference to the proper interpretation of the school laws, a duty for which his experience in the Legislature, and as one of the House Committee for the revision of the school laws, well qualify him. His long experience also as a teacher and in the supervision of schools, enable him wisely to counsel teachers in their difficulties and to suggest improved methods of instruction. Many scholars in our schools will ever remember and cherish the suggestions which he makes to them. I consider myself fortunate in having in this special department an assistant whose heart is fully in the work, and who therefore never shrinks from any toil or hardship by which the desired objects may be accomplished. During the last year he has devoted 170 days to this service, for which, at the rate of pay allowed by law, he has received \$827.50, and \$554.93 for expenses, in all \$1,382.43.

Special attention is called to the good example set by Windham, one of our large manufacturing towns, comprising a population of about 6,000. The School visitors appointed one of their number to enforce the law for the legal prevention of illiteracy. It is due to his earnest efforts, in connection with those of Mr. Potter, that but three children, between the ages of eight and fourteen, could be found in the town when the last enumeration was made, who had not attended school for previous year, and two of these were detained from school for satisfactory reasons. If other school visitors throughout the State will appoint one of their number as faithful as Mr. Albert Barrows, the number of 1,675, reported last year as illegally out of school, may be greatly reduced. I earnestly commend this subject to school visitors in every town.—*SUPR. B. G. NORTHROP, of Conn.*

High Schools.

The late financial depression furnished an occasion for a general attack upon High Schools "along the whole line." Stern necessity demanded the closest scrutiny of all public expenses, the looping off of all superfluities, and the practice of rigid economy. Hence the question of Free Schools and High Schools has been discussed of late by the press more frequently and earnestly than ever before. Public Schools concern everybody, for as scholar, teacher, school-officer, parent, friend, or tax-payer, every one has some connection with them and feels prepared to pass judgment upon them. It is fortunate that they must bear the keen sunlight of publicity. In our country, where public sentiment is the ruling power that creates law and repeals it, no institutions can stand which cannot bear the closest scrutiny, while those which do stand the test of time and command the confidence of the people are sure to endure. Within narrow limits, passion or faction or party may rule the hour. But with intelligent people the sober second thought brings reaction, and the right prevails. The sharpest criticism, unjust though it may be, is more wholesome than indiscriminate praise. The blows which our schools get, like the hammer of the car-wheel inspector, serve by the ring of the metal to prove their strength and not to destroy them. These discussions, though often hostile, have awakened new interest and led to a better understanding of the aims and results of High Schools. The recent opposition to them seems to be prompted by no political or sectarian aim. Thus, while Governor Hubbard ably defended High Schools, Governor Robinson, of New York, and Governor Garcelon, of Maine, strenuously opposed them. The earnest blows of

ex-Governor Robinson for a time threatened disaster to the system in New York, and the High School in one of her cities was abolished, but only to be re-established the following year on a more liberal basis; while the opposition in Maine succeeded in securing a suspension of the High School law for one year, but under such circumstances as to neutralize the influence of their action as an example.

The leading objections urged against Secondary Education are the following.

1. The High School is an excrescence on our school system, which has thus been extended beyond the original design of its founders, hence it should be cut off.
2. It is unjust to support the High School by a general tax, because it is patronized by few, and the majority receive no benefit from it.
3. The State has the right to educate its children only so far as will enable them to understand and perform their duties as citizens.
4. The High School tends to create a distaste for labor, and to make the children of the masses discontented with their lot.
5. The support of the High School is communistic in its principle and tendency.
6. The High School tends to disparage the common school study and promotes superficiality in these fundamental branches.
7. It tends to pauperize the people by a sort of alms-taking that impairs their manliness and self respect.
8. High Schools prepare few graduates for College.

Having aided in organizing many High Schools in Massachusetts and Connecticut, I have carefully watched their progress and results. On this subject the lessons of experience outweigh the speculations of theorists. Free high schools have been maintained in Massachusetts for a long time and on a broader scale than in any other State or country of the world. The devotion of that State on high schools is not a sudden or transient outburst of enthusiasm due to any educational reformer. It is the growth of more than two centuries. The basis of the present High School law was laid in 1647, when the General Court made education universal and free, and required that every town containing one hundred families, should set up a *Grammar School*, which was substantially, the modern High School, the master whereof "should be able to instruct youth so far as they may be fitted for the University." In 1789 this law was made binding only upon towns having two hundred families. In 1826 all towns containing five hundred families were required to maintain a High School of the second grade, and every town containing 4,000 inhabitants was required to maintain a school of the first grade, in which the Latin and Greek languages should be taught.

It is the testimony of the most competent observers that the High School gives increased efficiency to the elementary schools by its standard of admission, thus presenting in them a strong stimulus to studiousness and fidelity. Francis Adams, long the secretary of the National Educational League of England says: "Experience has proved that elementary education flourishes most where the provision for higher education is most ample. If the elementary schools of Germany are the best in the world, it is owing in a great measure to the fact that the higher schools are accessible to all classes. In England not only have the aims of the elementary schools been low and narrow, but an impassable gulf has separated the people's schools from the higher schools of the country. In the United States, the common schools have always produced the best results where the means of higher education have been most plentiful." It has been often remarked that "educational improvement works from the top downward and not from the bottom upward, and that the common school is always feeble where High Schools, Academies and Colleges are wanting." It is unquestionably due to the influence of Yale College that in her early history the public schools of Connecticut were, by common consent, the best in this country; and so pronounced in all the geographies of those days.

The education which was ample for our fathers is insufficient for their sons, who must be better equipped for the sharper conflicts and rivalries of modern life, or failure awaits them. Men who were relatively prominent fifty or seventy years ago could win no success to-day. The business and industries of the country and of the world involve far more application of science and skill than was demanded then. Our modern civilization requires enlarged opportunities of education for the whole people.

The rivalry of States and nations hereafter is to be in inventions, in technical skill and in the dignity and efficiency of labor. The great international expositions of industry during the last twenty years, especially the Centennial at Philadelphia, and the last Paris Exposition, are bringing the nations of the world into sharper rivalry, and yet fraternizing their diverse people, broadening their views, and inspiring them with new ideas of modern civilization. The proudest exhibited at Philadelphia, and the grandest product of American Education was the people themselves. This product was as directly traceable to our schools, as were the fabrics there shown to the mills that made them. That so many millions of people attended our exposition (260,000 in a single day), not only without violence, but showing proof of self-command, decorum, and education, reflected more honor upon our nation than did all the works of art and inventive talent there displayed. Visitors from abroad were struck by the self poise and orderly bearing of our people, and by the absence of the gendarmes so conspicuous everywhere in the old world. Nowhere in Europe would so large a throng be allowed to assemble without the presence of the military which ever masks the necessity of thus guarding the State under the semblance of giving eclat to all public occasions. The public school was a leading factor in the results seen in all our broad displays of inventive genius. But for the work which the American High School has done, Machinery Hall would have been meagre in size and mean in its exhibit. Our country has been already enriched by its High Schools. The money expended for their support has proved a wise and profitable investment. The results show that they are demanded by a true and intelligent regard for the material interests of the country.—Supt. B. G. NORTHROP.

For the NEW YORK SCHOOL JOURNAL.

Oratory.

By SYLVANUS LYON.

"Thy words had such a melting flow,
And spake of truth so sweetly well;
They dropped like heaven's serenades: snow,
And all was brightness where they fell."—MOORE.

Oratory is the voice melody which expresses our feelings and passions. It is the science of picturing our thoughts and emotions. It sets forth the intense longings of the soul. It heightens all the pleasures of expression, gives rapturous joy, quickens the intellect, and is the crowning glory of speech.

Oh! what power and touching pathos there is at times in the deep emotions and mighty pulses of the heart's affections. Who can tell of the holy aspirations of the soul—its ardent longings, its secret wellings forth in joy and sorrow? They compass heaven and earth—reach backward and forward to the eternities, take in all hopes and lives, and give us supreme visions of the Deity. All these intense feelings and secret impulses can never be expressed except in the rapturous glow of oratory. The mighty power of spoken language for good or evil expressing the urban actualities and possibilities of each life. Who can tell of their secret influence? How some sweet words of tenderness move us! What ecstasy there is in our rapturous moods! how the feelings melt, and grow kindly from the good man's teachings. In love, or sorrow, through all our changing scenes—in life and death it is the soul's glowing expressions which move and make us.

"We live in deeds, not years, in thoughts, not words,
In feelings, not figures on the dial;
We should count time by heart beats.
He most lives who thinks most, feels the noblest, acts the best."

And thus it is not the volumes, or sermons, or daily round of busy cares which control us, but the mighty revolutions and startling developments; the great episodes of life are wrought by thoughts and feelings gushing forth with enthusiasm and spoken with the thrilling beauty of eloquence. Master minds control the world's destinies and language is the spoken medium of thoughts and feelings, and it is the science of Oratory which wondrously gives these forth with power and deep pathos. Words and expressions continually go forth from the masses, only a few of these moulded in perfect beauty, and spoken with melodious power, influence and guide men.

And this is Oratory! Marvelous and beautiful gift—the talent of beauty—the crowning glory of speech embellishing language. With poetry and art we reckon you twin born spirit of enthusiasm and inspiration; you tell us of the soul's deep emotions, make us love or hate, and bring us nearer the Gods.

After Graduation, What Then?

Address to the graduating class, April 24, 1890. Highland, Ill.
By PRINCIPAL W. E. LEEH, MARINE, ILL.

Upon a proper development of man's faculties, depends his happiness and usefulness as a member of the body politic. Various agencies are recognized as taking part in this development—the family, schools and other institutions of learning. Perhaps by far the greater amount of this work is expected of our schools and colleges. How common is it to hear such expressions, "John is a bright boy. I must try to send him to school, and make a scholar of him," or Mary is unusually quick to learn and we wish her to earn her living easily." This is all well enough, if it were but borne in mind that a quickness to learn, or a brightness in learning the words of the text book, is no evidence that the possessor will ever become an educated person, or one whose faculties are very highly developed. That of gain and profit. Many parents are straining every nerve in the effort to give their sons and daughters so called finished educations! Instead of being men and women of strong intellectual powers, able to battle successfully in the strife of life and repay and comfort their aged parents for their sacrifices and struggles, they are unable to follow any of the many honorable avocations for gaining a livelihood. I know the favorite opinion is that our schools and colleges are a kind of mills with immense hoppers for dumping in all classes—good—bad, and indifferent, and after a few years of grinding each will come out fashioned, polished and labeled at the graduation, "this is an educated person, he has been through our mill." Public opinion needs to be changed on this subject, and directed not to call him or her educated who has nothing but a diploma from some institution of learning. Special preparation is necessary in every calling if one would achieve any kind of success. You buy a R. R. ticket, take a seat and are hurled along at a fearful rate, yet you sit quietly, engaged in pleasant conversation or leisurely reading, never once feeling a fear nor think of paying even 50 cents for an accident ticket, because you know he who sits on the engine as guide has gained that responsible position by years of special preparation.

The physician, whom we hastily summon and implicitly trust when something is the matter with our bodies, has special preparation. The best men in all ages have been those who spent time in endeavoring to know and understand themselves. We hear the Psalmist exclaim "I will commence with my own soul." Many of those renowned in the various fields of human enterprises would, doubtless, have been failure in some other one. Hence the importance of making the right choice, making it early in life and specially fitting one's self for it. It matters little whether you tread the flowery fields of literature, the sublime regions of science and art, the strait and narrow path of theology, the devious, often subterranean walks of the law, or on some of the many branches of the high way of manufacture and commerce. No one should think of engaging in that which will confer no benefits or blessing on his fellowman—make some one better for our having lived in the world, without this life, is a deplorable failure.

An educated person is morally a better one than an uneducated. This position, I know is disputed. From the rostrum and even the pulpit we hear of the degeneracy of the times, and almost tremble, thinking the fate of the cities of the plain is awaiting us, but a little examination of the history of the past leads to a very different conclusion. We find that there is a class of persons who spend all their time wandering up and down, heads bowed, in the great cemeteries of the past, reading or think they are reading the epitaphs of honesty, virtue, political honesty and true religion. They tell us pride was unknown in the last generation. Here Dr. Franklin more than a century ago; "Fond pride of dress is sure a very curse. Ere fancy you consult, consult your purse."

History teaches that our ancestors could and did pray loud and long and then persecute, punish and even banish a brother if he differed with them on points of theology or state polity. And I hold it to be the duty of every graduate to talk, act and prove this by his daily demeanor, that the educated are better morally than the ignorant. We exert a powerful influence upon others. May it ever be for good! You have learned that in the universe of nature there is not an idler or loafer—but all is action, all is motion! No sooner does an animal or plant die but nature's forces seize upon it, decompose it into its elements, which join the general stock and are in turn supplied where needed. You are to form a part of the human family and have some place to fill. You have seen how this country was settled, our government established—so remarkable, almost miraculous. It will pay well to study the rise, progress and final decay of the powerful empires and republics of old—that you may better appreciate and assist in perpetuating your own.

FOR THE HOME.

A Boy's Burdens.

The cold wind blew across the fields that were green meadows in the spring, hayfields in the summer and pasture in the fall, but white with snow in the winter. George Crandall without mittens or overcoat was struggling along towards the barn where the sheep and cattle were to be fed. He had a brave heart but was too thinly clad not to suffer a good deal during the severe winters of northern New York. The wind went through his clothing and took away the life and enthusiasm that boys of his age commonly have.

Children have heavier burdens sometimes than are supposed. They, too, feel acutely want of sympathy and appreciation. Their hearts ache for love. This little boy, only thirteen years of age, was living with Mr. Watson—he got his board and clothes for the work he did. His mother was living and he had two brothers, all of whom he dearly loved, for he had a tender and shy heart. To read books, to study—those were the things he coveted most of all. But his time was so occupied with work and so few books were to be had that his longings were not gratified. At five in winter and at four in summer he was awakened from his bed, for Mr. Watson believed in the motto,

"Early to bed and early to rise,
Makes a man healthy, wealthy and wise."

As soon as he was dressed he built a fire and then began his work. In the winter he lighted a candle in the tin lantern and went to the barn. Hanging the lantern in a safe place he fed and milked the cows, and at six o'clock was summoned to his pork and potato breakfast. Here all the family except the baby must be present. It was necessary to have candles, for the sun did not rise until after seven; o'clock, he was not so laborious. Hurrying from this meal the work at the barn was pushed forward, horses were fed and watered, paths were made in the snow, the sheep at the meadow barn visited and fed. And here it was that we began.

"Fetch down the clevises when you return," said Mr. Watson.

So George took them in his hand with his pitchfork and an empty basket. Through the clevises iron pins are placed; they are used to fasten the horse to the wagon or sleigh; on his arrival the pins were gone—they had fallen out. This made Mr. Watson very angry; especially this morning was he angry because he expected to draw a load of wood to the town. Without reflecting that a boy with no mittens on his hands on a cold morning, and his hands encumbered with a basket and a hayfork, would be very likely in his struggle through the drifts to meet with some mishap, he seized a whip and beat him severely.

"Now go back and find them; you shall have nothing to eat until you bring them."

Back and forth along the snow path the lad went, but no clevis pins were to be seen; being of iron they had sunk in the snow. All that day the search was unavailing, and so were all the days of that week. On the second day Mr. Watson allowed him to have some food.

"He shall go to school no more until they are found."

How many times George went up and down the path cannot be told. At length a thaw occurred and to his unspeakable delight the clevis pins made their appearance. The privilege of going to school was, however, not accorded during the remainder of the winter.

George felt badly. He had been careless, but he felt that he had been too severely dealt with. When he visited his mother in April he could hardly be persuaded to go back to live at Mr. Watson's any longer.

"Yes, George, you must go back for I have no food for you here. Mr. Watson is severe, but you were careless and perhaps he will do better. They all say he is a good farmer."

Mrs. Watson was as full of energy and work as her husband. When George came to the house although tired with work he was set to churning, or to hold the baby, or to washing potatoes, or to bringing in wood. There was but one newspaper taken in the house, and that was sent to a brother a few miles distant—two of them subscribing to one paper.

George had still other burdens beside plenty of labor, scarcity of clothes, fewness of holidays, want of love and appreciation, no books to read or school to attend, and severe punishment for carelessness. One spring day he found a lamb lying under the hedge; it was so nearly dead that even the penurious farmer said,

"Let it be; it can't be fetched to."

"May I have it," said George.

"Yes, but it ain't worth the trouble."

It was borne to the house and put behind the stove: some hot milk with a little brandy and pepper forced down its mouth and it began to wriggle its tail and show other signs of life, greatly to George's delight. With care it grew up to be a bouncing young sheep. It was a great companion to the lad; it greeted him in the morning more kindly than any one else; it followed him to the field and in ploughing it walked after him in the furrow. He told it his sorrows and his

and no pleasure that he had was unshared by the lamb.

One day he had been at work in the woods and on his return expected to be greeted by the "Ba, ba" of his pet, but no sound was heard. He ran towards the house and was met by one of the children, who said,

"Pa has sold off all the lambs."

"But he hasn't sold off mine?"

"Yes, he has; the butcher said yours was the best of all; he gave a dollar and a half for it, and a dollar for the rest."

George broke into a despairing cry. He sat down on a log and sobbed as though his heart would break. He felt towards the lamb as he did to no human being save his mother and brothers. He loved it with a great love—and now it was gone! He cared for nothing. Mr. Watson heard his cries and came out, saying:

"There, George, you have cried enough; get up and do the chores. I wouldn't have that lamb around any longer; it was getting to be a nuisance; beside it kept you from your work. I will give you a half dollar—the rest is mine to pay for keeping."

The grief of the boy did not diminish; he would eat no supper. He went out and sat on the steps and cried. How could he save his lamb from being killed! How "lammie" would miss him! Mr. Watson became angry, because he felt he had done a mean act by the orphan boy; so he came out saying, "I'll have no more of this whimpering; you shut up or I'll give you something to cry for."

He would have proceeded with his threat had not Mrs. Watson interfered. Her woman's heart told her how the lonely child felt. She went to him and put her arms around his neck and said:

"I did not want Mr. Watson to sell it until you had been asked about it, but the butcher would not wait. I am real sorry; but, George, you shall have another lamb, and it shall not be sold; or you may buy yourself a dog. Mr. Snow has some beautiful puppies for sale."

The sympathy soothed George; but it was many long days before he could get "Lammie" out of his mind. He went off one evening with a basket and picked out a handsome puppy and brought it home, and this gave him some pleasure. But the unkindness of seizing his property and disposing of it could not be effaced from his memory. He determined to leave Mr. Watson as soon as he could find another place.

One day he received a kick from a horse that disabled one of his legs; yet, he was obliged to hobble around and do chores, although in great pain. Finally, the doctor was called.

"Why, this boy must be still. He will lose his leg."

This was very unsatisfactory to Mr. Watson who wanted every body to be at work. He grumbled away that it would cost a fortune to have him lie still a month and be doctored, and that he wasn't worth his salt anyway.

"I'll tell you what I'll do," said the doctor, "that is if George is willing. I'll take him home and cure him up, and he shall stay with me, and I'll give him an education, and he may learn to be a doctor. What do you say, George?"

"Oh, doctor, do take me with you; I want to go to school."

Mr. Watson could not object, and as his mother was willing the boy was soon taken to the doctor's home in the village.

About ten years after this Mr. Watson met with an accident; with a leg and arm broken he was carried to the house and the doctor summoned. It was a young man that came—he had just graduated at the medical college after a year spent in the hospital. Mrs. Watson looked at him in astonishment.

"Why, it is George Crandall, as I'm alive."

"Yes, here I am; now let me see Mr. Watson."

The poor man lay groaning on the bed, but he recognized his farm boy of all-work, and he felt ashamed that he had burdened him so heavy. The bones were set and George took his departure. Both husband and wife thought the same thing: "It was a good thing that he went away from here; he has made a fine young man. I hope he won't feel hard towards us."

No one could be more attentive than the young doctor, and soon Mr. Watson was around on crutches.

"I tell you what, Doctor Crandall," said Mrs. Watson one day, for she felt she could no longer call him George, "my husband has always been sorry about that lamb, your 'lammie,' and he wants to do something about it; you know he doesn't say much. Well, he wants to give you that two year old colt and I want you to take it. I don't think he will feel right until you have it."

But Dr. Crandall firmly refused; he was well satisfied that his worth was recognized; but the next year he bought the colt and he uses it to ride around the country. He has become a successful physician and the Watsons feel deep respect for him.

Many a boy and many a girl has a burden; sometimes a great many of them. Let them carry them as bravely as possible. Bright days are in store for them.—*Scholar's Companion*.

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Names of Countries.

Europe signifies a country of white complexion, so named because the inhabitants were of a lighter complexion than those of Asia and Africa.

Asia signifies between, or in the middle from the fact that the geographers place it between Europe and Africa.

Africa signifies a land of corn or ears. It was celebrated for its abundance of corn and all sorts of grain.

Siberia signifies thirsty or dry—very appropriate.

Spain, a country of rabbits and conies. It was once so infested with these animals that it begged Augustus for an army to destroy them.

Italy, a country of pitch from its yielding large quantities of pitch.

Gaul, modern France, signified yellow hair, as yellow hair characterized its inhabitants.

The English of Caledonia, is a high hill. This was a rugged mountainous Province in Scotland.

Hibernia is utmost or last habitation, for beyond this the westward Phoenicians never extended their voyages.

Britain, the country of tin, great quantities being found on it and the adjacent islands. The Greeks call it Albin, which signifies in the Phœnician tongue either white or high mountain, from the whiteness of its shores, or the high rocks on the western coast.

Persia, a woody place.

Sardinia signifies the footsteps of man, which it resembles.

Syracuse, bad flavor, so-called from the unwholesome marsh on which it stood.

Rhodes, serpents or dragons, which it produced in abundance.

Sicily, the country of grapes.

Scylla, the whirlpool of destruction.

Ætna signifies a furnace, or dark or smoky.

A Chinese School-Room.

Let us look round and see what kind of school rooms they have in China, and how the pupils study. The boys in this case are all of one family, and the old gentleman is their private tutor. He is white-bearded and shaven-pated, and has rather long finger-nails, as the fashion is in China among those who do not have to work with their hands. Long finger-nails with them are like white hands and tapering fingers among us. The floor of the room is of stone set in squares like a checker-board. It is very pleasant and cool in summer time, and in all weathers the lads keep on their velvet and maple-wood shoes. These are thick-soled and warm, slightly turned up at the end, but do not "draw" the feet, as our leather or rubber shoes do. The three younger boys wear embroidered coats.

The walls of the school-room are plain, but are not complete without the usual picture of the bamboo swaying in the wind or soughing in the moonlight. The Chinese have thousands of stanzas and ditties of which the graceful bamboo is the subject. The tables are of hard polished wood, with colored marble tops. The seats are of round hollow wood, with leather tops. They look like ginger jars with paper covers. On these the boys sit while tracing the characters which we see on real Chinese tea boxes (for those made in New York are almost always upside down, as if they had turned a somersault). Every boy must learn from two hundred to ten thousand of these characters, and many years of hard study are required. Their books, ink-stones, brush pens, water-pot, and pen-rests are set on the table. They use "India" ink, and write with a brush.

In learning their lessons the scholars study out loud, and a Chinese school-room is a very noisy place, and worse than the buzzing of many bee-hives. When a boy has learned his lesson he comes to the teacher, and then "backs his book;" that is, he hands his book to the instructor, and then turns his back, so as not to see the page or face of the teacher, and then recites. At the same time he holds out two of his fingers, first of one hand and then of the other, beating them up and down alternately, like a music leader beating time.—*Harper's Young People*.

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Physicians use Kidney-Wort in regular practice and pronounce its action perfect.

An Owl Story.

BY LAVINIA L. STEELE.

There are some stories that are considered so extravagant that at the very mention of the subject, every one will laugh, and prepare to disbelieve every word. Fish stories, and snake stories, and ghost stories, all come under this list, and perhaps owl stories will also. But the story I am going to tell you is absolutely true. I can vouch for it.

In New York city, one day last October, a lady stood in her studio before her easel, trying to paint an owl. She was not very familiar with the form of this kind of bird. Of course she had seen owls at the Park, and pictures of owls, but to paint an owl from memory was quite a task. She worked away very patiently, but somehow the bird in her picture did not satisfy her. At last, quite discouraged, she exclaimed, "Oh, dear! I wish some good fortune would bring me an owl!"

Next morning, on returning to her studio she learned that an owl had entered an open window in the building during the night! To obtain it and bring it to her room occupied but a few minutes. An old parrot cage had been found, and the little grey owl sat perched in it. That such a creature should have entered a New York casement was indeed a wonderful thing, but that it should have come just at that time, when she was painting an owl was still more wonderful. The little creature gazed sorrowfully at her while she completed a capital likeness of him.

"Women Never Think."

If the crabbed old bachelor who uttered this sentiment could but witness the intense thought, deep study and thorough investigation of women in determining the best medicines to keep their families well, and would note their sagacity and wisdom in selecting Hop Bitters as the best, and demonstrating it by keeping their families in perpetual health, at a mere nominal expense, he would be forced to acknowledge that such sentiments are baseless and false.—*Picayune*.

Good manners are made up of petty sacrifices.—EMERSON.

Our greatest glory is not in never falling, but in rising every time we fall.

HOWEVER things may seem, no evil thing succeeds, and no good thing is failure.—SAMUEL LONGFELLOW.

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THE block of granite which was an obstacle in the pathway of the weak, becomes a stepping-stone in the pathway of the strong.—CARLYLE.

ALWAYS add, always walk, always proceed neither stand still, nor go back, nor deviate; he that standeth still proceedeth not; he goeth back that continueth not; he that deviateth revolteth; he goeth better that creepeth in his way, than he that moveth out of his way.—AUGUSTINE.

If any paper or person deserves eminent and abundant success, it is the NEW YORK SCHOOL JOURNAL and its genial, hard working editor. We are glad to notice evidences of its prosperity.—*Buffalo School Journal*.

A Few Words.

We send out every week some extra copies of the JOURNAL, to those who are not subscribers. We beg to say a few words to them. (1) Your capital is not so much knowledge as ideas. You need the best thoughts of those who are in the same line of work as yourself; you ought to have them. Your pupils would feel the effect of them. (2) A man might get along ten years ago without an educational journal; but he could not be much of a teacher. (3) Summon up courage to try the JOURNAL. You will not regret it.

EDUCATION should include the awakening of the child's interest in the acquisition of knowledge, the stimulation of a habit of reading not as a task work but for the sake of what is read, and the daily enlargement of the child's store of information of a profitable kind. Whatever contributions to all of them is best.—*N. Y. Post*.

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MORE SCOTCH DIAMONDS.—Just now the Scotch chemists, especially in Glasgow and vicinity, appear to have "artificial diamonds" on the brain. Mr. Mactear and Mr. Hannay are both Glasgow men; and now Mr. J. C. Stewart of Greenock, thirty miles down the Clyde, says that he will soon be able to produce "millions of diamonds" of ordinary size every day. The machinery is not yet perfected, but he is going to exhibit his diamonds to the Royal Society "shortly." His is a "very simple chemical process."

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TOUGHENED GLASS FOR LEYDEN JARS.—It has been found by M. Duerstet that toughened glass opposes much greater resistance to passage of electricity than ordinary glass, and he has employed it in construction of Leyden jars, which may be charged much more than the common kind. As M. Becquerel remarked, this may be a fact of great value, as leading to the construction of extremely thin condensers capable of giving great effects.

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The New York SCHOOL JOURNAL belongs to the better class of educational papers. It has opinions. It does not stop to see how the wind is blowing. Teachers who wish to grow will find it greatly helpful.

Mr. Beecher, in his lecture on "The New Profession" of the Teachers' Protective Association, April 14th, made a strong declaration of the imperative need of good ventilation in the schools.

A weak mind is like a microscope, which magnifies trifling things but cannot receive great ones.—CHESTERFIELD.

The child learns more by his fourth year, than the philosopher at any subsequent period of his life; he learns to fix an intelligible sign to every outward object and inward emotion, by a gentle impulse, imparted by his lips to the air.—E. Everett.

The Maine experiment of offering rewards to boys for successful farm work is to be imitated in Vermont. Two of the trustees of the State University have offered \$150 in prizes to boys not over seventeen years of age for the best crops of potatoes and corn on one-eighth of an acre. The practice is a good one, and might be wisely adopted with benefit to our agricultural interests as well as to boys.



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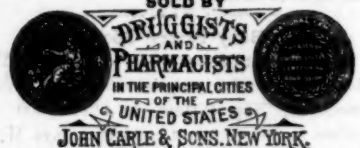
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